

NORTH CAROLINA GENERAL ASSEMBLY



HOUSE STUDY COMMITTEE ON EDUCATION INNOVATION (2013)

FINAL REPORT TO THE 2015 SESSION of the GENERAL ASSEMBLY OF NORTH CAROLINA

DECEMBER 16, 2014

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DRAFT

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TRANSMITTAL LETTER

December 16, 2014

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TO THE MEMBERS OF THE 2015 SESSION
OF THE GENERAL ASSEMBLY OF NORTH CAROLINA

**The HOUSE STUDY COMMITTEE ON EDUCATION INNOVATION (2013),
respectfully submits the following report to the 2015 Session of the General Assembly of
North Carolina.**

Rep. D. Horn (Co-Chair)

Rep. Susan Martin (Co-Chair)

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COMMITTEE PROCEEDINGS

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The House Study Committee on Education Innovation (2013) met two times after the 2014 Short Session, and the following is a brief summary of those two Committee meetings. Detailed minutes and information from each Committee meeting held in 2013 and 2014 are available in the Legislative Library.

October 22, 2014

The House Study Committee on Education Innovation met on October 22, 2014, at 1:00 p.m. in Room 101 of the Friday Institute for Educational Innovation, 1890 Main Campus Drive, Raleigh, NC 27606. Co-Chair Martin presided, and other committee members present were: Co-Chair Craig Horn; Representatives Ed Hanes, Marvin Lucas, Dennis Riddell, and Phil Shepard; along with public members: Mr. Sean Bulson, Dr. Sue Burgess, Ms. Karyn Collie Dickerson, and Ms. Anna Nelson. The Committee approved the minutes from April's meeting and then heard the following presentations:

Utah School Readiness Initiative and the Pay for Success Model

Ms. Gretchen Anderson, Chair, Utah School Readiness Board, provided several handouts to explain the process of social impact bond funding, the method Utah is using to fund early childhood initiatives. These handouts are available on the Committee website. Via teleconference, Ms. Anderson explained that private investors, e.g., banks, corporations, provide funds to offer grants to different early childhood programs across Utah. Programs that demonstrate success, i.e., reduced rates of "at risk" participants being referred to special education, continue to be funded. Each year in grades K-6 the participants are assessed by an independent evaluator. For each student not being referred to special education, the Utah state government retains a portion of special education costs avoided, and the investors receive a portion of the cost avoidance as determined in the contract.

Utah Preparing Students Today for a Rewarding Tomorrow (UPSTART)

Dr. Claudia Minor, Vice President of Development and UPSTART Program Director of the Waterford Institute, explained that the Utah legislature had been providing funds for families of three- and four-year-old children to receive early literacy software, materials, and training on how to use the program. The UPSTART Program was designed to support preschoolers to be kindergarten ready in a home-based setting rather than preschool. An evaluation of the participants' early literacy skills in kindergarten indicated that their alphabet knowledge, phonics, and vocabulary knowledge was higher than that of non-participants. The UPSTART project was recently renewed by the Utah legislature for an additional five years.

Ms. Sheri Ebert, K-3 Literacy Coordinator, Utah State Office of Education (USOE), provided additional detail via teleconference about Utah's grants for early childhood programs funded via the social impact bond process. She indicated that the programs are recommended by the USOE and the Utah Department of Workforce Services to the School Readiness Board. The programs choose their own high-quality curriculum and are located in a variety of settings, including home-based settings using the UPSTART materials.

Apprenticeship Programs for High School Students

Mr. Walter Siegenthaler, Executive Vice President of the Max Daetwyler Corporation, described his company's youth apprenticeship program, Apprenticeship 2000. High school juniors with a minimum GPA of 2.8 and other qualifications are selected into the apprenticeship program. During the first year of the program, students divide the school days to spend one-half day in high school course work and the other half-day in specific skills training at the company. During the second through fourth years of the apprenticeship program, students divide the school week into two parts: Students spend one day a week in community college course work at Central Piedmont Community College and four days a week training at the company. Apprentices are paid, and the company also pays the community college tuition. Upon graduation, the apprentices have a high school diploma, an AAS degree in mechatronics, Journeyman certification, and guaranteed employment at the company.

Mr. Lukas Schoenwetter, Director of Human Resources, Buehler Aeroglide, described the North Carolina Triangle Apprenticeship Program (NCTAP) which is replicating the apprenticeship program similar to the one detailed above, but located in the Triangle region of the State. Currently, the companies that are partnering with the North Carolina Department of Commerce, Wake Tech, and Thales Academy include Allied Automation, Buehler Aeroglide, CaptiveAire, GlaxoSmithKline, Madern USA, Schunk, and Superior Tooling. Mr. Schoenwetter indicated that there needs to be additional support for employers wanting to engage in these types of long-term apprenticeships and to more broadly publicize them to high school students as alternatives to four-year degrees.

Mr. Kory Coon, Human Resources Director, Building Construction Products Division, Caterpillar, Inc. and Chair, NC Works Commission, described the Caterpillar Assembly Pre-Apprenticeship Program in Clayton, NC and the Caterpillar Welding Apprenticeship Program in Sanford, NC. He stated that the Pre-Apprenticeship Program allows students to observe and participate in daily operations, develop direct contacts with job personnel, and perform specific job tasks. Students are paid for work and training time (approximately 650 hours), earn credit at Johnston Community College at no cost, and have the opportunity for full-time employment at Caterpillar. The company feels that the program is beneficial to them because it is expanding the pool of qualified applicants.

The Caterpillar Welding Apprenticeship Program lasts two years and leads to an adult apprenticeship. Students take welding-related classes at Central Carolina Community College (CCCC) three days per week, and work at Caterpillar two days per week. Students are paid for work and training for up to 32 hours per week during the summer between their junior and senior high school years. Successful completers earn a welding certificate from CCCC, a 10-hour OSHA Safety Card, other certifications, and preferred employment at Caterpillar.

North Carolina Digital Learning Plan

Dr. Glenn Kleiman, Executive Director, The Friday Institute for Educational Innovation, explained that the General Assembly passed several laws in 2013 that require a statewide plan for digital learning. The Friday Institute has been awarded a contract from the Department of Public Instruction to develop this plan.

Dr. Kleiman indicated four main points that should be considered when developing the statewide digital learning plan, including: (i) digital learning involves significant changes in where, when, and how learning occurs, (ii) these changes require a modern technology infrastructure, digital resources, and updating the education workforce, (iii) local support, and (iv) recommendations for policy, funding, and implementation. Dr. Kleiman provided additional details about digital learning such as mastery/competency based and student-centered instruction and emphasizing that it is not just putting textbooks and tests on a computer screen.

Dr. Jeni Corn, Director of Evaluation Programs, The Friday Institute for Educational Innovation, provided recommendations to assist educators to successfully implement all components of digital teaching and learning. She suggested shifting "seat time" for continuing education requirements to a more competency-based system. Dr. Corn also described the deliverables and timeline for the completion of the statewide digital learning plan and its dissemination.

Cooperative Innovative High School Application Process

Ms. Kara McCraw, Committee Counsel, Research Division, North Carolina General Assembly explained the statute-based process for establishing and funding Cooperative Innovative High Schools (CIHS). These are schools that are operated by a local school administrative unit (LEA) in cooperation with a 2-year or 4-year college or university. Students obtain high school and college credit while attending a CIHS. More than half of the LEAs currently have at least one or more CIHSs, and these schools have stronger performance on end-of-course tests, higher graduation rates, and lower dropout rates. The basic funding for CIHS comes from the average daily membership (ADM) funding for each student attending the school. Each school receives an additional \$310,000 to use for instructional coaches, professional development, or other specific educational personnel or materials.

There are currently two tracks for application approval for a CIHS:

- (1) If no additional funds are needed, the CIHS and their higher education partner apply for approval from the State Board of Education (SBE) and the appropriate higher education board indicating sustainable sources of funding for additional costs of the school.
- (2) If additional State funds are requested, the CIHS and their higher education partner apply for contingent approval from the SBE and the appropriate higher education board. If approved by April 1, the LEA seeks additional funding from the General Assembly, and if funding is received, the CIHS may open.

Ms. McCraw explained that there is a timing concern with the second track approval process since some schools may not receive final approval and funding until right before school begins, so LEAs needing the additional State funding do not know whether to open a CIHS or not. She indicated that possible solutions may be to revise the statute to authorize (1) applications which include a planning year after receiving final approval through funding by the General Assembly, or (2) receipt of a planning grant year by the General Assembly as a trigger for final approval of a CIHS.

VIF International Education

At the close of the meeting, Representative Craig Horn, Committee Co-chair, disseminated information about VIF International Education and urged committee members to visit their local schools and observe VIF teachers in action.

December 16, 2014

The House Study Committee on Education Innovation met on December 16, 2014, at 1:00 p.m. in Room 643 of the Legislative Office Building in Raleigh, North Carolina. Co-Chair _____ presided, and other committee members present were: Co-Chair _____; Representatives _____; along with public members: _____. The Committee approved the minutes from October's meeting and then approved the Committee's final report.

FINDINGS AND RECOMMENDATIONS

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Throughout the meetings held over the past two years, the Committee heard from a variety of teachers, principals, and superintendents, as well as community members and institutions of higher education. Based on this input, the Committee makes the following findings and recommendations:

I. Flexibility

In the Committee's interim report that was submitted on April 23, 2014, the Committee found that many of the presenters stressed the importance of flexibility in the public schools. Since 2011, the General Assembly has increased flexibility on the use of funding allotments and the removal of most class size requirements. However, the Committee continues to find that challenges regarding flexibility still remain, most specifically the inflexibility of the school calendar.

Although the General Assembly changed the school calendar law in 2012 to allow schools the flexibility to meet either 185 days or 1,025 instructional hours, the Committee continues to find that the inflexible start and end dates of the school calendar year is a common obstacle to innovation for schools. The lack of flexibility with the first and last days of the school calendar year results in three main concerns:

1. K-12 calendars do not align with the calendars for institutions of higher education which creates difficulty for dual enrollment of students enrolled in high school who are also interested in taking classes at a college or university. This may also cause difficulties with students interested in enrolling in an apprenticeship program that may partner with one of the institutions of higher education.
2. The start date of the school year often means that students have to take first semester exams after the winter holidays.
3. Summer learning loss, particularly for at-risk students.

An additional frustration facing local school administrative units is that weather-related make-up days often occur on days previously designated for professional development, which often leaves little to no time for professional development during the regularly scheduled school calendar year.

The Committee's interim report found that two of the groups the Committee heard from, Project L.I.F.T. and KIPP-GCP, have attributed some of their success to having longer school days and/or longer school years, and many of the local school administrative units that presented to the Committee asked for similar calendar flexibility for their own schools.

In the Committee's interim report, the Committee recommended (1) further study on the issue of the mandatory start and end dates for the school calendar in order to increase student achievement and (2) consideration of legislation to allow calendar flexibility for specific educational programs. House Bill 1049, entitled "Restore School Calendar Educ. Purpose Waiver," was filed on May 14, 2014 as a recommendation of the Committee. During the short

session, this bill was referred to the House Committee on Commerce and Job Development, but did not receive a hearing. The Committee is disappointed the content of House Bill 1049 did not receive a hearing, and recommends the content of the bill be filed again in the 2015 Session.

See draft legislation entitled 2015-TCz-3 [Appendix C].

II. Technology, Digital Learning, and Connectivity

In its interim report, the Committee found that both distance education and digital learning are innovative methods of delivering education and are on the rise in all levels of education. However, the Committee also found that increased availability and popularity of distance education and digital learning are presenting local school administrative units and individual schools with a new set of obstacles, including: the lack of 1:1 initiatives in every school and district, the lack of reliable Wi-Fi access in all classrooms, the lack of reliable connectivity and/or digital devices in the homes and communities of students, and the need for a technology specialist/facilitator in every school. The Committee also found that some local school administrative units and individual schools have addressed these obstacles through local initiatives, public-private partnerships, and short-term funding solutions such as Race to the Top, while some districts and schools have not yet been able to address these obstacles at the local level. Despite these obstacles, the Committee found that robust connectivity is essential to learning in the twenty-first century for students at all levels of the educational system and encouraged continued work in this area. The Committee continues to encourage local school administrative units and schools to seek out innovative approaches for funding and delivery to meet the needs of distance education and digital learning.

The Committee is pleased with the ongoing efforts being made by the Friday Institute for Educational Innovation in their development of a statewide digital learning plan. This plan will assist the State in achieving several legislative initiatives enacted by the 2013 General Assembly, including the transition from funding textbooks to funding digital materials (S.L. 2013-12) and developing and implementing digital teaching and learning standards for teachers and schools (S.L. 2013-11). The Committee finds the statewide digital learning plan is crucial to digital-aged learning and an essential component to ensure all North Carolina schools have reliable and high-speed connectivity. The Committee agrees with the Friday Institute's suggestion to leverage Race to the Top funding and e-Rate money in order to build and maintain the necessary network infrastructure.

III. Teaching as a Profession

In its interim report, the Committee found that teachers are an invaluable resource for student achievement and successful outcomes and found that highly effective teachers in the classroom are the most significant factor in the development of innovation in education. However, low teacher morale has led to difficulty recruiting and retaining teachers, particularly in rural areas and in hard-to-staff subjects. The Committee continues to find that teacher recruitment and retention are crucial to meeting the educational needs and Constitutional responsibilities of the State. The Committee is encouraged with the new teacher salary schedule enacted by the General Assembly in the 2014 State Budget, and encourages the legislature to continue its efforts to further increase the compensation of public school employees.

The Committee found in its interim report that innovative programs such as UNC's New Teacher Support Program help provide the necessary resources and assistance for beginning teachers as they enter the classroom and embark on their professional journey as educators. The Committee continues to recommend the General Assembly act to remove barriers that prevent the recruitment and retention of highly qualified teachers, including low compensation, lack of quality professional development opportunities, and few options for career advancement. The Committee applauds the appropriation of \$1.2 million in recurring funding for the New Teacher Support Program in the 2014-2015 State Budget and strongly recommends continued financial support by the General Assembly for the New Teacher Support Program.

In its interim report, the Committee found that the current structure for teacher advancement provides limited opportunities within the classroom setting. The Committee also found that teachers indicate that opportunities for advancement within the classroom would be beneficial to retain highly qualified and effective teachers. The Committee found that innovative methods such as Project L.I.F.T.'s Opportunity Culture provided teachers with the ability to take on additional responsibilities in mentoring roles while continuing to have a direct impact on the classroom. The Committee continues to encourage local boards of education to consider creating advancement options that will keep highly qualified and effective teachers in the classroom. Additionally, the Committee applauds Section 8.41 of S.L. 2014-100, the 2014 Appropriations Act, in which the General Assembly stated its intent to provide local boards of education additional State funds for local programs to provide differentiated pay for highly effective classroom teachers through funds appropriated from the North Carolina Education Endowment Fund.

IV. Fees for Apprenticeships

The Committee is very impressed with both the popularity and the quality of apprenticeship programs available to North Carolina high school students, two of which were presented in great detail at October's meeting. These presentations indicated that far more students apply for the programs than can be accepted due to the limited number of available student slots and companies willing to participate. The Committee finds apprenticeships to be innovative pathways for high school students interested in earning college credit and/or workplace certifications while simultaneously honing workforce skills, ensuring their preparation as workforce ready employees. The Committee recommends apprenticeship programs be expanded so that more students may partake in the opportunity.

The presenters indicated that if financial incentives were offered or barriers were removed for companies offering such programs, then (1) current programs could likely serve more students and (2) other companies would likely be more willing to offer comparable apprenticeship programs. In particular, one deterrent for participation by companies is the statutorily required \$50 fee/per student, which is normally paid by the company offering the program. This fee was enacted by the General Assembly in 2009 to cover administrative costs for the North Carolina Department of Labor to meet the significant federal requirements that the State must comply with in order for the program to be recognized by the United States Department of Labor. The Committee finds that the statutorily required fee is a barrier to innovation in education. The Committee recommends the General Assembly examine other funding approaches for dealing with the costs associated with the administrative overhead and meeting federal requirements.

V. Cooperative Innovative High Schools

The Committee finds that partnerships with local universities and community colleges such as cooperative innovative high schools are greatly benefiting high school students and have proven to be successful innovative platforms for students seeking alternative options to the traditional high school setting. The Committee finds that such partnerships help encourage innovation and collaboration with higher education and workforce development.

The Committee finds that the State's budget cycle and the current statutory timeline and application process for establishing cooperative innovative high schools do not necessarily align in the most efficient and productive manner, particularly for schools that are requesting additional State funds in order to open. For instance, sometimes the budget is not passed until August which is right before school is set to open, and until the final budget is approved by the General Assembly, new cooperative innovative high schools may not know if they will receive State funding in time to open. The Committee recommends a statutory adjustment to allow a planning year in the timeline and application process for schools seeking additional State funds in order to become cooperative innovative high schools.

See draft legislation entitled 2015-TCz-2 [Appendix C].

VI. New Study Committee on Education Innovation

As in its interim report, the Committee continues to find that innovation in education is occurring in classrooms throughout the State and in both K-12 schools and institutions of higher education. However, the "best practices" that work for one district, school, or institution of higher education may not work for another. The Committee finds that many innovative methods may not be scalable or replicable throughout the State due to the unique needs of certain areas, but that innovative approaches are best shared so that schools and districts are aware of successful efforts.

With respect to the Committee Charge, the Committee finds its work to date has been informative and members have been exposed to many examples of innovative practices occurring in schools throughout North Carolina. However, the Committee is confident other schools and school districts have more information to share.

The Committee recommends that the General Assembly appoint a new Legislative Task Force on Education Innovation to meet during the 2015-2016 biennium to examine the best ways in which innovation in education can be studied and successful programs can be shared and replicated throughout the State. The Committee recommends this new Task Force be comprised of members from both the House and the Senate, as well as public members. In particular, the Committee recommends the new Task Force do the following:

- (1) Examine whether a permanent entity to study education innovation is the appropriate platform for the consideration of emerging innovations in education and for providing recommendations to the General Assembly on the incorporation of innovative practices in the public schools and higher education, including the use of State funds to advance this purpose.

- (2) Examine the appropriate structure for a permanent entity to study education innovation, including membership of the entity, housing of the entity in an agency or in the legislative branch, stakeholder participation in the membership and duties of the entity, and staffing of the entity.
- (3) Gather information from stakeholders in the areas of public schools and higher education on the establishment of a permanent entity to study education innovation.
- (4) Study any other issues the Task Force considers relevant.

See draft legislation entitled 2015-MKz-7A [Appendix C].

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COMMITTEE MEMBERSHIP

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2013-2014

Speaker of the House of Representatives Appointments:

Rep. D. Horn (Co-Chair),
Rep. Susan Martin (Co-Chair)
Rep. Marcus Brandon
Rep. Brian Brown
Rep. Tricia Cotham
Rep. Nelson Dollar
Rep. Jeffrey Elmore
Rep. Edward Hanes
Rep. Marvin Lucas
Rep. Dennis Riddell
Rep. Phillip Shepard
Mr. Sean Bulson (Public Member)
Dr. Sue Burgess (Public Member)
Mr. Dale Cole (Public Member)
Ms. Karyn Collie Dickerson (Public Member)
Dr. Mark Edwards (Public Member)
Ms. Ann Goodnight (Public Member)
Mr. George Little (Public Member)
Ms. Anna Spangler Nelson (Public Member)

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COMMITTEE CHARGE

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Office of Speaker Thom Tillis
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096

HOUSE STUDY COMMITTEE ON EDUCATION INNOVATION

TO THE HONORABLE MEMBERS OF THE NORTH CAROLINA HOUSE OF REPRESENTATIVES

Section 1. The House Study Committee on Education Innovation (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and Rule 26(a) of the Rules of the House of Representatives of the 2013 General Assembly.

Section 2. The Committee consists of __19__ members appointed by the Speaker of the House of Representatives. The membership of the committee shall include __11__ legislators and __8__ public members as specified below. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time. Vacancies are filled by the Speaker of the House of Representatives.

Representative Craig Horn Co-Chair
Representative Susan Martin Co-Chair
Representative Marcus Brandon
Representative Brian Brown
Representative Tricia Cotham
Representative Nelson Dollar
Representative Jeffrey Elmore
Representative Ed Hanes
Representative Marvin Lucas
Representative Phil Shepard
Representative Dennis Riddell
Mrs. Sue Burgess

Mr. Sean Bulson
Dr. Mark Edwards
Mr. Dale Cole
Ms. Karyn Dickerson
Mrs. Ann Goodnight
Mr. George Little
Mrs. Anna Spangler Nelson

Section 3. The Committee may examine and study innovative practices in education designed to improve student achievement leading to college and career readiness, including strategies that incorporate public-private partnerships, alternative learning environments, high-quality professional development for teachers and other school personnel, and community and parent involvement.

Section 4. The Committee shall meet upon the call of its Co-Chairs. A quorum of the Committee shall be a majority of its members. No action may be taken except by a majority vote at a meeting at which a quorum is present.

Section 5. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes.

Section 6. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

Section 7. The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations. Individual expenses of \$5,000 or less, including per diem, travel, and subsistence expenses of members of the Committee, and clerical expenses shall be paid upon the authorization of the Co-Chairs of the Committee. Individual expenses in excess of \$5,000 shall be paid upon the written approval of the Speaker of the House of Representatives.

Section 8. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

Section 9. The Committee may meet at various locations around the State in order to promote greater public participation in its deliberations.

Section 10. The Committee may submit an interim report on the results of the study, including any proposed legislation, on or before May 1, 2014, by filing a copy of the report with the Office of the Speaker of the House of Representatives, the House

Principal Clerk, and the Legislative Library. The Committee may submit a final report on the results of its study, including any proposed legislation, to the members of the House of Representatives prior to the convening of the 2015 General Assembly by filing the final report with the Office of the Speaker of the House of Representatives, the House Principal Clerk, and the Legislative Library. The Committee terminates upon the convening of the 2015 General Assembly or upon the filing of its final report, whichever occurs first.

Effective this the 14th day of November, 2013.

A handwritten signature in cursive script that reads "Thom Tillis".

Thom Tillis
Speaker

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DRAFT LEGISLATION

GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2015

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BILL DRAFT 2015-TCz-3 [v.1] (10/22)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
11/26/2014 12:42:08 PM**

Short Title: Restore School Calendar Educ. Purpose Waiver. (Public)

Sponsors: Representatives.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO RESTORE THE SCHOOL CALENDAR EDUCATIONAL PURPOSE
WAIVER TO PROVIDE FLEXIBILITY TO LOCAL BOARDS OF EDUCATION
FOR CALENDAR MODIFICATIONS NECESSARY TO ACCOMMODATE
SPECIFIC PROGRAMS FOR A REASONABLE EDUCATIONAL PURPOSE, AS
RECOMMENDED BY THE HOUSE STUDY COMMITTEE ON EDUCATION
INNOVATION.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-84.2(d) reads as rewritten:

"(d) Opening and Closing Dates. – Local boards of education shall determine the dates of opening and closing the public schools under subdivision (a)(1) of this section. Except for year-round schools, the opening date for students shall be no earlier than the Monday closest to August 26, and the closing date for students shall be no later than the Friday closest to June 11. On a showing of good cause, the State Board of Education may waive the requirement that the opening date for students be no earlier than the Monday closest to August 26 and may allow the local board of education to set an opening date no earlier than the Monday closest to August 19, to the extent that school calendars are able to provide sufficient days to accommodate anticipated makeup days due to school closings. A local board may revise the scheduled closing date if necessary in order to comply with the minimum requirements for instructional days or instructional time. For purposes of this subsection, the term "good cause" means that schools in any local school administrative unit in a county have been closed eight days per year during any four of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations.

The State Board also may waive this requirement for an educational purpose. The term "educational purpose" means a local school administrative unit establishes a need

1 to adopt a different calendar for (i) a specific school to accommodate a special program
2 offered generally to the student body of that school, (ii) a school that primarily serves a
3 special population of students, or (iii) a defined program within a school. The State
4 Board may grant the waiver for an educational purpose for that specific school or
5 defined program to the extent that the State Board finds that the educational purpose is
6 reasonable, the accommodation is necessary to accomplish the educational purpose, and
7 the request is not an attempt to circumvent the opening and closing dates set forth in this
8 subsection. The waiver requests for educational purposes shall not be used to
9 accommodate systemwide class scheduling preferences.

10 The required opening and closing dates under this subsection shall not apply to any
11 school that a local board designated as having a modified calendar for the 2003-2004
12 school year or to any school that was part of a planned program in the 2003-2004 school
13 year for a system of modified calendar schools, so long as the school operates under a
14 modified calendar."

15 **SECTION 2.** This act is effective when it becomes law and applies
16 beginning with the 2015-2016 school year.
17

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015

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D

BILL DRAFT 2015-TCz-2 [v.7] (11/10)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
12/1/2014 11:34:13 AM

Short Title: Planning Year for CIHSs. (Public)

Sponsors: Representatives.

Referred to:

A BILL TO BE ENTITLED
AN ACT TO PROVIDE FOR A PLANNING YEAR FOR ESTABLISHMENT OF
COOPERATIVE INNOVATIVE HIGH SCHOOLS, AS RECOMMENDED BY
THE HOUSE STUDY COMMITTEE ON EDUCATION INNOVATION.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-238.51A reads as rewritten:

"§ 115C-238.51A. Approval process.

(a) Joint Advisory Committee. – The State Board of Education and the applicable governing Board of the local board of trustees shall appoint a joint advisory committee to review the applications and to recommend approval for those applications that meet the requirements of this Part and achieve purposes set out in G.S. 115C-238.50. The recommendation shall indicate whether additional funds were requested in the application.

(b) No Additional Funds. – For applications which have not requested additional funds, the State Board of Education and the applicable governing Board may approve cooperative innovative high schools. In granting approval, consideration shall be given to the proposed budget and demonstration of sources of sustainable funding for the operation of the cooperative innovative high school. Approvals shall be made by June 30 of each year. No additional State funds, position allotments, earning of budget full-time equivalent students, or payments of tuition shall be provided to cooperative innovative high schools approved under this subsection. A cooperative innovative high school approved as provided in this subsection may open at the beginning of the school year following approval or may open after a planning year.

(c) Additional Funds. – For applications which have requested additional funds, the State Board of Education and the applicable governing Board may approve cooperative innovative high schools contingent upon appropriation of (i) the additional funds or (ii) funding for a planning year by the General Assembly. Contingent approval shall be made by April 1 of each year. The contingent approval shall expire if no appropriation is made by the General Assembly for the additional funds or planning year funding within one calendar year. No cooperative innovative high school shall open prior to the appropriation by the General Assembly of (i) the full amount of the

1 additional funds as requested in the application for that school under G.S. 115C-238.51
2 for the upcoming fiscal year or fiscal ~~biennium~~, biennium, or (ii) planning year funding,
3 as appropriate. A cooperative innovative high school that is appropriated planning year
4 funding as provided in this subsection shall open after a planning year. If no
5 appropriation is made by the General Assembly, a revised application may be submitted
6 under subsection (b) of this section."

7 **SECTION 2.** There is appropriated from the General Fund to the
8 Department of Public Instruction the sum of seven hundred fifty thousand dollars
9 (\$750,000) for the 2015-2016 fiscal year to be allocated for planning year funding in the
10 amount of seventy-five thousand dollars (\$75,000) per approved cooperative innovative
11 high school."

12 **SECTION 3.** This act becomes effective July 1, 2015.
13

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015**

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BILL DRAFT 2015-MKz-7A [v.6] (10/23)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
12/1/2014 10:35:56 AM**

Short Title: Education Innovation Task Force. (Public)

Sponsors: Representatives.

Referred to:

A BILL TO BE ENTITLED
AN ACT TO ESTABLISH THE LEGISLATIVE TASK FORCE ON EDUCATION
INNOVATION, AS RECOMMENDED BY THE HOUSE STUDY COMMITTEE
ON EDUCATION INNOVATION.

The General Assembly of North Carolina enacts:

SECTION 1. There is created the Legislative Task Force on Education
Innovation.

SECTION 2. The Task Force shall consist of 19 members as follows:

(1) Nine members appointed by the President Pro Tempore of the Senate
as follows:

- a. Five persons who are members of the Senate at the time of
appointment.
- b. A school system superintendent.
- c. A school system principal.
- d. A public school teacher.
- e. A parent of a student who is enrolled in a public school.

(2) Nine members appointed by the Speaker of the House of
Representatives as follows:

- a. Five persons who are members of the House of Representatives
at the time of appointment.
- b. A school system superintendent.
- c. A school system principal.
- d. A public school teacher.
- e. A parent of a student who is enrolled in a public school.

(3) The 2015 North Carolina Teacher of the Year.

SECTION 3. The Speaker of the House of Representatives shall designate
one Representative as cochair, and the President Pro Tempore of the Senate shall
designate one Senator as cochair. Vacancies on the Task Force shall be filled by the
same appointing authority that made the initial appointment. A quorum of the Task
Force shall be a majority of its members.

SECTION 4. The Task Force shall study the need to create a permanent
entity dedicated to examining innovative practices in education designed to improve

1 student achievement throughout the State. As part of this study, the Task Force shall do
2 the following:

- 3 (1) Examine whether a permanent entity to study education innovation is
4 the appropriate platform for the consideration of emerging innovations
5 in education and for providing recommendations to the General
6 Assembly on the incorporation of innovative practices in the public
7 schools and higher education, including the use of State funds to
8 advance this purpose.
- 9 (2) Examine the appropriate structure for a permanent entity to study
10 education innovation, including membership of the entity, housing of
11 the entity in an agency or in the legislative branch, stakeholder
12 participation in the membership and duties of the entity, and staffing of
13 the entity.
- 14 (3) Gather information from stakeholders in the areas of public schools
15 and higher education on the establishment of a permanent entity to
16 study education innovation.
- 17 (4) Study any other issues the Task Force considers relevant.

18 **SECTION 5.** The Task Force, while in the discharge of its official duties,
19 may exercise all powers provided for under G.S. 120-19 and G.S. 120-19.1 through
20 G.S. 120-19.4. The Task Force may meet at any time upon the joint call of the cochair.
21 The Task Force may meet in the Legislative Building or the Legislative Office Building.

22 With approval of the Legislative Services Commission, the Legislative
23 Services Officer shall assign professional staff to assist the Task Force in its work. The
24 House of Representatives' and the Senate's Directors of Legislative Assistants shall
25 assign clerical staff to the Task Force, and the expenses relating to the clerical
26 employees shall be borne by the Task Force. The Task Force may contract for
27 professional, clerical, or consultant services as provided by G.S. 120-32.02. If the Task
28 Force hires a consultant, the consultant shall not be a State employee or a person
29 currently under contract with the State to provide services.

30 All State departments and agencies and local governments and their
31 subdivisions shall furnish the Task Force with any information in their possession or
32 available to them.

33 **SECTION 6.** The Task Force shall submit a final report of the results of its
34 study and its recommendations, including any proposed legislation, to the 2017 General
35 Assembly. The Task Force shall terminate on December 31, 2016, or upon the filing of
36 its final report, whichever occurs first.

37 **SECTION 7.** This act is effective when it becomes law.